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ABSTRACT

The annotated bibliography contains 99 citations of journals, newspapers, and government publications from Pakistan published during October through December, 1976. Entries are arranged alphabetically by author in 24 categories: administration, organization and financing of education; adult education; agricultural education; development of education; educational goals; educational planning; educational reforms; educational research; elementary and secondary education; examinations; higher education; history of education; libraries; literacy; medical education; professional education; teacher education; teachers; teaching methods and media; technical education; textbooks; women's education; general; and a special section on curriculum. A writers' index concludes the document. (AV)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

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Vol. X No. 4

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHSAN, Javed. Ta'aleemi Polisi Mein Tabdilion Ki Zaroorat (Need of Change in Educational Policy) --- Maghrebi Pakistan (Lahore) October 11, 1976 (U).

Two steps are necessary for solving the myriad problems of education in Karachi, the largest city of Pakistan: (1) the establishment of one more university, and (2) the establishment of an autonomous educational foundation. The following suggestions should be kept in view while solving the problems: (1) The Ministry of Education and the Education Directorates be reorganized so as to remove bottlenecks and red-tapism. (2) There should exist continuous co-ordination between the Board of University and the Directorate of Education in respect of management of the educational institutions. (3) Powers should be so divided between the department of education and the educational institutions to enable the heads of educational institutions to discharge their responsibilities without undue interference. (4) Overcrowding should be avoided in order to maintain discipline in educational institutions. (5) The teachers should prepare a code of ethics for themselves and for the students. (6) Strong steps should be taken against lawlessness in educational institutions. (7) The selection of teachers should be made strictly on the basis of merit. (8) Teachers should be encouraged to do research work. (9) The present system of examinations should be reformed.

2. AKBAR, Ali. Bogus School --- Pakistan Times (Rawalpindi) December 11, 1976.

Reports from the districts show that the bogus schools have become a formidable problem. The situation is injurious to the cause of education in several ways. For one thing, bogus schools and fictitious teachers mean continuing wastage of scarce educational resources. Moreover, these institutions interfere with the overall educational planning. The concerned authorities have to work on the basis of wrong statistics and misleading resource estimates.

It is, indeed, surprising that these false assumptions have not yet attracted the attention of educational planners. The urgency of the problem demands that it should not be ignored any longer. It should be probed in its totality to find out how the leakage takes place and what its magnitude is. Necessarily, for the longer term a system of regular physical check will have to be devised to insure that schools in the outlying areas fulfil the objectives for which they have been established.

3. KHAN, M. Aslam. School Management --- Dawn (Karachi) September 24, 1976.

The Director of School Education has disclosed that the previous owners of schools shall be offered 50 per cent share in the management of the nationalized schools, and the rest shall be enjoyed by teachers, students, parents, etc. This is indeed a welcome step in the right direction.

Since the nationalization of schools, the standard of education and the internal management of these institutions have deteriorated considerably. The standard of education does not depend on good teachers or good equipment alone. Basically it depends on good management of the institution. It is humanly not possible for the Inspectorate of Education or the Directorate of School Education to manage thousands of nationalized and Government Schools efficiently. The previous owners of nationalized schools have considerable experience of school management, and they will prove very helpful to the Education Department. The sooner the Directorate of Schools Education implements this scheme the better.

4. LATIF, Mohammad. Equivalence of Degrees and Diplomas --- The Varsities (Karachi) 1(5):20-22. September-October, 1976.

The problem of the equivalence of degrees and diplomas is of recent origin. The partition of the subcontinent made this problem all the more acute because of mass exchange of population between India and Pakistan. Mutual recognition of degrees by the universities of Pakistan solved the problem so far as our own universities were concerned.

With the increase in the number of degree awarding institutions and the diversity of their teaching programs, the procedure of recognition of degrees became more complex. The present methods of evaluation of degrees are briefly mentioned. They include faculty assessment, committee assessment of individual universities, centralized assessment by a government organization, and bilateral and multilateral agreements between different governments. The methods prevalent in Pakistan are discussed under the headings: 1) University Grants Commission; 2) system of education and evaluation; 3) other streams; 4) criteria for evaluation; and 5) types of equivalent cases.

5. RAHMAN, Mohammad Masudur. Academic Standards --- Pakistan Times (Rawalpindi) October 27, 1976.

The fall in academic standards is only too apparent at all levels

of education in our country. All of us - teachers, students, parents, and employers - are responsible for this deterioration. Ambitious and hasty expansion of education, and opening of new schools or upgrading of the existing ones, are the main causes of this fall in standards. The suitability or otherwise of the areas where new schools are to be opened is never taken into consideration.

The teachers are overworked - taking roll-calls, inspecting homework, and preparing for lectures. The following are some of the suggestions for mending the situation: (1) Education expansion should cease to be haphazard. (2) Properly qualified teaching staff should be provided to the understaffed institutions. (3) Teachers' Associations and Students Unions should be encouraged to undertake constructive work. (4) The number of students in a class should not be allowed to exceed 35 in schools and 20 in colleges. (5) Prompt disciplinary action should be taken against all defaulters, habitual offenders, and trouble mongers. (6) Recruitment, selection, and appointment of teachers should be based strictly on merit.

ADULT EDUCATION

6. AKHTAR, Nasim. Ta'aleem-e-Balighan Kay Marakaz (Centers of Adult Education) --- Imroz (Lahore) October 6, 1976 (U).

The provincial Works Council of Punjab has decided to open ten thousand centers of adult education. This will cost five million rupees. One hundred and eighty-five thousand adults, including fifty thousand women, will acquire education in these centers.

Efforts are being made for the last thirty years to popularize adult education, but with practically no results. The reason is not far to seek. It was because of ineffective planning that the scheme of adult education came to a grinding halt. What is more, adult education could have been instituted with advantage in mosques and primary schools, but it was not done. The media of radio and T.V. should be exploited extensively for the purpose of education.

7. ZAHID, Hassan Zeb. Social Education --- Khyber Mail (Peshawar) December 31, 1976.

Besides other facilities provided to the academic staff and students of schools and colleges, the government has introduced a new system of education for illiterate people. This step is

one of the several taken by the government to make the poor and illiterate masses enlightened citizens of the country, because they are as much entitled as others to enjoy modern facilities and educate their kinds. Adult education is for those grown-ups who could not get it for some reasons.

Our aim in imparting education to adults is to make them more useful and better members of the society. What we mean by adult education or social education is literacy. This will be much easier if we make use of the media of radio and television. Another method of social education that has not been used so far is talking picture. Until a substantial number of educated Pakistanis settle down in villages and set personal example to the rural masses the problem of social education will remain unsolved.

AGRICULTURAL EDUCATION

8. AHMAD, Amir. Zarai University (Agricultural University) --- Mashriq (Lahore), December 29, 1976 (U).

The Lyallpur Agricultural University is the only university in Pakistan where students are trained in different fields of agriculture and where adequate facilities for research are present. There are innumerable bottle-necks in the work of agricultural development in the country, but the one that affects most agricultural education is the adherence to the American and British syllabii of agriculture.

Pakistani students are taught American and British books. Such students have naturally proved useless for the country, because they are completely ignorent of the agricultural problems of their country. It is grafying to see that the teachers of the Lyallpur Agricultural University have now been assigned the work of preparing the syllabus for agriculture suitable for Pakistan. Moreover, qualified teachers of the different agricultural sectors have been asked to write books on Pakistani agriculture. This, it is hoped, will improve the situation to some extent.

9. MUHAMMAD, Amir. University of Agriculture, Lyallpur --- The Varsities (Karachi) 1(6): 5-9. November-December, 1976.

The Punjab Agricultural College was established in 1908 at Lyallpur in order to meet the demands for competent manpower and institutional development. The institution gradually

developed into a full-fledged and honorable seat of higher learning in agriculture and made significant contribution to the modernization and improvement of agriculture in Pakistan. With the independence, the work of agricultural development assumed a new significance and acquired a new dimension. In fulfilment of the greater objectives, the college was up-graded to a university in 1962.

The detailed working of the university, its functions, and its work are discussed under the headings: 1) Organizational structure; 2) degree departments; 3) student enrolment; 4) personal character; 5) tutorial groups; 6) sports; 7) semester system; 8) research with a mission; 9) seminars; 10) new prospects; 11) rural development; and 12) democracy.

DEVELOPMENT OF EDUCATION

10. TUFAIL, M. Ta'aleem - Pasmanda Elaqon Mein (Education in Underdeveloped Regions) --- Musawat (Lahore) September 11, 1976 (U).

Pakistan is an under-developed country, especially in the field of education. In the Punjab, which is the biggest province of Pakistan, hardly ten per cent of population is educated. This fraction includes a large proportion of those who can only sign their names. It is, however, encouraging to see that the present government has felt the gravity of the situation and formulated a policy aimed at popularising education in all regions of the country. With a view to providing incentive to the teachers, the government has raised their pay-scales and allowed them other amenities of life.

The government has also taken steps to improve the condition of educational institutions. The present institutions are to be developed, and new schools, colleges, and universities are to be opened throughout the country. New subjects shall be introduced, and the first priority shall be given to science and technology. The nationalization of educational institutions throughout the country is another revolutionary step. Despite this, much remains to be done. Universalization of education is still a far cry. Adult education, particularly in the rural areas, is yet to be developed.

EDUCATION GOALS

11. ABRAR, Syed. Ba Maqsad Ta'aleem (Purposeful Education) --- Maghrabi Pakistan (Lahore) December 5, 1976 (U).

The most pressing need of the time is to make our education

purposive and meaningful. What is happening today is just the opposite. Majority of our students are running blindly after certificates, diplomas and degrees with no higher objective than securing employment. And for obtaining these paper qualifications they are prepared to do any thing. Cheating in examination halls has become an accepted practice. Bribing the invegilators and examiners has also become an every day affair.

If the meaning and objective of education were driven home to the students by the teachers from the earliest stages, matters would not have taken the present ugly turn. Much depends on the teachers in this field. It is he who can mould the character of the student and explain to him the purpose and meaning of education. In the continued absence of this effort on the part of the teachers, education in our country has lost its meaning.

12. MALIK, Shahid. Academic Standards --- Pakistan Times (Rawalpindi) September 16, 1976.

It goes without saying that our academic standards have fallen sharply in recent years. The fact that the nature and scope of scientific research depends on, and is virtually determined by, the demands of the specific level of industrial progress attained by a people is only too obvious to require elaboration. Although the sacrosanctity of the relationship between learning and objectivity is something to be ambiguously preserved, as a rule a developing country like ours can hardly afford the luxury of carrying on research work on subjects not related to our own needs and conditions. Any such pursuit would be unpragmatic and useless. It is about time that we took stock of the prevailing situation in academic institutions and canalized our resources for the achievement of more plausible objectives. The rapidly falling academic standards in our universities need immediate attention by our educationists and teachers.

13. MALIK, Ziaul Islam. Hamara Ta'aleemi Nisaab (Our Educational Curricula) --- Nawai Waqt (Lahore) October 11, 1976 (U).

Educational curricula in Pakistan are not in conformity with our ideology. No English textbook prescribed in our institutions seems to originate from Pakistan. It is full of matter and style imported from England or other foreign countries.

It is unfortunate that English is still the official and educational language of our country. So, English language textbooks, as also other books now taught in our institutions,

particularly in primary classes, should be immediately revised and modified. The emphasis in these books must be on Islamic values, the achievements of Islamic heroes, and the teachings of Islam. At the moment, our educationists seem to attach no importance to Islam. Hence the indifference of our students to their ideology. Pakistan can achieve a respectable place in the comity of nations only if we bring about an immediate revolution in our educational curricula.

EDUCATION PLANNING

14. AKHTAR, S.M. School for Skill --- Morning News (Karachi) September 15, 1976.

With the commissioning of the trade school in Karachi next month, Pakistan's education sector will become significantly more relevant to the needs of the country. The education policy of the Government has brought about many fundamental changes in the country's education system during the past few years. All these changes have been directed at establishing a meaningful relationship between the country's education system and the national economy. Universal education up to matriculation level is planned to be achieved by the middle of the next decade. A scheme to give vocational bias to secondary education is already underway. Agro-technical curricula have been introduced in a number of schools. Elaborate programs are on the anvil to produce the required number of suitably trained teachers. The education system that the country inherited from its colonial past had no relevance to the needs of the country. It kept producing clerks by the thousands every year. It equipped the students with an in-built dislike for labor. The National Education Policy formulated by the Government was aimed at arresting the expansion of unproductive generalized school education and at insuring large-scale turn-out of skilled men and women capable of contributing to the national economy. The opening of trade schools is a part of this National Policy.

15. HASAN, Mehdi. Education with a Purpose --- Morning News (Karachi) September 30, 1976.

The educational system of the country, which has undergone radical changes, has taken another significant leap forward. This new step, under which 500 trade schools will be set up in six years, will help train the manpower for productive employment and enable the country to benefit enormously from it. This will insure proper training to the students and provide the trade school

graduates with immediate job opportunities. The establishment of 500 trade schools in the country can also arrest the over increasing flow of unproductive clerks in the society. The younger generation will be less averse to making use of its hands. The government has rightly given its educational programs a vocational bias. It is striving to produce skilled workers instead of clerks so as to fulfil the nation's objective of rapid and productive industrial and agricultural progress.

16. HASAN, Syed. Nizam-e-Ta'aleem (The System of Education) --- Nawai Waqt (Lahore) October 21, 1976 (U).

The system of education prevalent in the country cannot be described as Islamic. It is one that has been imported from abroad. Even after thirty years of independence, we have failed to evolve our own system of education. We have been clamouring all along for the replacement of English by our national language, Urdu. But all the same English is there with us.

The present syllabus too does not suit our requirements. Our educationists seem to be totally indifferent to the basic education for children. The proportion of failures is rising year after year. The only remedy is to change the medium of instruction to Urdu and to modify the present syllabus so as to make it more realistic.

National language plays a vital role in education. No country can dream of progress and prosperity if its children are educated in any language other than its own.

17. HUSAIN, Ali. Naqis Nizam-e-Ta'aleem (The Defective System of Education) --- Imroz (Lahore) September 11, 1976 (U).

According to the announcement made by the Punjab University, only twenty-five per cent of the students have passed the B.A. and B.Sc. examinations. This is a gross wastage of time, energy, and money. It is a reflection on the system of examination that exists at the moment in our educational institutions. Majority of students have failed in English, and this shows clearly that the students are not keen to learn this language. It also proves that by making English a compulsory subject, the authorities have done an injustice to our students. Even so, the teaching of English is defective, and none but the English teachers are to be blame for that. The present conditions, therefore, demand that the policy about the learning and teaching of English to be revised as early as possible and the standard of teaching in general should be improved in male institutions.

18. HUSAIN, Ijaz. Trade Schools --- Dawn (Karachi) September 30, 1976.

The emphasis in the trade schools will be on teaching certain 'supporting' trades,only fifteen per cent of the curriculum will be devoted to general subjects, and the rest will concentrate on specific trades. It is to be hoped that the output of the schools will be determined by the patternof demand within the country. For this it is necessary to carry out a survey of the actual market position to find out which trades are suffering, or are likely to suffer from, a shortage of hands.

One attractive feature of the trade schools is that first preference for admission will be given to students from the lower income brackets and they will also be given a stipend during their training. Another notable feature is that arrangement are being made for their placement in jobs after the completion of their training. The trend for some time has been toward giving more importance to technical education in schools. From this year, for instance, 1,200 secondary schools are to start agro-technical courses.

19. USMANI, Manzoorul Haq. Nizam-e-Ta'aleem (System of Education) --- Nawai Waqt (Lahore) November 30, 1976 (U).

There are four factors that play an important role in the development of a healthy system of education: (1) Government. (2) Parents. (3) Teachers and (4) Students.

The tragedy in our country has been that these factors were never taken into consideration. In Western countries, parents bear the expenses of their wards only upto the matriculation stage. After that the students earn, during their leisure time, to learn in colleges. The case is different in our country. Here they wholly depend on their parents.

Besides, we have in our society the so-called generation gap in its acuter form. All parents, rich or poor, want to give higher education to their wards. This scramble for higher education created a very grim problem of admission in educational institutions. Majority of students rush for admission to a medical or engineering college, which are too few to meet the demand.

EDUCATION REFORMS

20. KAZMI, Hasnain. Ta'aleemi Policy Kay Char Saal (Four Years of Educational Policy) --- Jang (Rawalpindi) September 19, 1976 (U).

Two steps are necessary for solving the educational problems of Karachi: (1) Establishing another university, (2) setting up

an autonomous educational foundation to meet the growing needs of all educational institutions. In 1951, when the Karachi University was established, there were only a few colleges in the city. Now the University itself has vastly expanded. The number of students and of the different departments has tremendously increased, creating the problem of management. This problem can be best solved by establishing another university in Karachi. The following suggestions may also be helpful in achieving the objectives of the Educational Policy: (1) With a view to minimizing red-tapism, the ministry of education and the departments concerned should be reorganized. (2) The University Board and the Directorate of Education should closely cooperate with each after in the management of educational institutions. (3) The teachers should strictly follow a code of conduct and enforce discipline among the students. (4) Teachers should be encouraged to do research work. (5) The selection of teachers should be made on the basis of merit and qualifications. (6) Suitable reforms should be made in the present system of examination. (7) Immediate steps should be taken to reduce the over emphasis on English in our institutions.

21. KHAN, Abdul Aziz. Education Made Progressive and Purposeful --- Pakistan Times (Rawalpindi) December 21, 1976.

New educational programs for children, youths, and adults have been designed and launched to cater to the democratic aspirations of the masses and to make education more meaningful and useful. Since the launching of the new education policy in March 1972, an addition of 1.3 million has raised the enrolment in primary schools from 4.2 million in 1972 to 5.5 million in 1976. Making necessary allowance for the various constraints involved, it is hoped that universalization of primary education for boys will be achieved by 1983 and for girls by 1987.

One of the major reforms in education was the designing of curricula relevant to the nation's changing social, economic and political needs, and providing for a massive shift from aimless general education to more meaningful agro-technical education. New curricula for the middle and secondary stages have been prepared and implemented in classes 1 to X. New curricula for agro-technical education for classes VI to VIII and vocational subjects curricula for classes IX and X have been introduced. All this is expected to radically transform the educational system in the country.

22. RIZVI, Nasir. Science Aur Tecnology Ki Ta'aleem (Teaching of Science and Technology) --- Imroz (Lahore) December 31, 1976 (U).

The Government has decided under the new Education Policy

(1972-80) to add more vocational subjects at the Matric and Inter level. The object of this measure is to promote scientific and technological education on wider scale. This step is commendable and promises to make education purposeful. In this way the students would be introduced to the subjects at the school level.

It has also been decided under the new Education Policy that Polytechnic institutions would be upgraded to Technology Colleges. The Polytechnic institutions of Rawalpindi, Lahore, Multan, Khairpur, Larkana, Hyderabad, and Karachi have already been raised to the status of Colleges. But these decisions would succeed only if they are implemented in letter as well as in spirit. In the past, decisions were solemnly taken but were never implemented. This should not happen this time.

EDUCATION RESEARCH

23. HASSAN (Miss) Iftikhar N. Experimental Research --- In: Report of the National Workshop on Curriculum Development, 66-69. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

Research in education has been very slow in coming, and experimental research is still slower. The bulk of research studies in education have been comparative surveys, developmental studies, or some semi-experimental studies. The reasons are obvious, human being is too complex and stubborn a subject to submit to the rigour of laboratory conditions. However, behavior psychology has opened up many avenues for experimental researches.

The writer first discusses the conept of scientific research and then explains experimental research in education. It is admitted that research in education has been slow in coming in Pakistan, but it is encouraging to see that it is coming after all, and we are trying to get the answer from the field and not from the outdated theories.

24. SAEED, Khwaja Amjad. Teaching and Research: Need for a New Approach --- The Varsities (Karachi) 1(6):3-4. November-December, 1976.

The achievement of a balanced growth of our educational system seems highly unlikely unless the system is adjusted and attuned to the changing economic and social requirements of our society. But no educational institution will be able to strike that adjustment with the changing needs unless detailed research studies of methods and performance are carried out from time to time.

The subject is further discussed under the headings: (1) The teacher, (2) qualitative aspects, (3) human resources, and (4) the class-room. The role of the teacher is specially emphasized. It is of paramount importance to associate the teachers not only with all research activities, but also with the application of the results of research.

ELEMENTARY AND SECONDARY EDUCATION

25. ZAKARIA, Mohammad. P.T.C. Asatoza (P.T.C. Teachers) --- Nawai Waqt (Lahore) November 1, 1976 (U).

The reason given for putting a stop to the training of P.T.C. teachers is that about forty thousand of them have no job to be provided and that unless employment is available to them no more teachers would be trained. The government intends to provide cent per cent education at the primary level by 1980, but it looks that according to the program, no new school would be opened. As a result, most of the teachers who had passed the Primary Teachers' Certificate examination in 1971 are to go without employment, thus leaving the government no option but to stop the training.

This is not the remedy. If we really want to provide cent per cent education at the primary level by 1980, we shall have to open new primary schools in increasing numbers. This would provide employment to many unemployed teachers. Education at the primary level has to be provided at all cost. Otherwise, we cannot raise the percentage of literacy in the country.

EXAMINATIONS

26. ABBASI, Harunur Rashid. Semester Sistam (Semester System) --- Mashriq (Lahore) December 10, 1976 (U).

One year has elapsed since the introduction of the semester system in the Punjab University. But the manifold problems that the students had to face in the past still remain unsolved. These problems need immediate solution so that students may apply themselves single-mindedly to their studies. It is suggested that (i) The students who do not do well in any semester should be given preference in the matter of admission to the new semester; (ii) the students who do not get through in the first or the second semester should be allowed to complete their courses during the third and the fourth semesters; (iii) the students who do not sit for the mid-term tests for

illness or any other reason should be allowed to sit for the examination later on; (iv) the fees of the semester should be reduced; and (v) the vacant posts of teachers in different departments should be immediately filled.

27. AHMAD, Nasim. Imtehani Nizam Mein Islah Ki Ahmiyat Wa Zaroorat (The Importance and Need of Reform in Examination System) --- Imroz (Lahore) September 17, 1976 (U).

There is no denying the fact that examinations have a very important place in our system of education. In fact, the prime object of the present system of education is to obtain a degree after the examination. With this negative trend of thought, majority of students are seen running madly after guides and test papers instead of learning their lessons from the teachers.

To make matters worse regular tests are seldom held in classes, and the students soon lose what little intrest they have in books. The criterion fixed for judging the intelligence of a student in the examination needs to be revised. One more defect in the existing system is the delay in declaring results. It has often been observed that the examiners do not check the papers on time. All these defects have to be removed if we want to improve our system of examinations.

28. AHMED, Zahur. Academic Standards and Teachers' Responsibility --- Pakistan Times (Rawalpindi) October 10, 1976.

The results of examinations conducted by the three Boards of Intermediate and Secondary Education of the Punjab University in 1976 show the following pass percentages:

Matriculation: Lahore 47%; Sargodha 55.3% and Multan 43.3%.
Intermediate: Lahore 29.9%; Sargodha 24.0% and Multan 24.3%.
B.Sc. 26.4%; B.A. 25%.

If we make allowance for all the large-scale cheating, manipulation and corruption that goes on at these Public Examinations, the net pass percentage will hardly exceed the respective figures. Even those who get through these examinations are not acknowledged by the foreign countries as Degree or Diploma holders.

The fault lies in the system of teaching and examination. The teachers are indifferent to their profession and the examinations are irregularly held and haphazardly conducted. Promotion should not be doled out as a matter of right to the fit and unfit alike. The present system, if allowed to continue long enough, would lead to the complete extinction of the learned class in the country.

29. Al-Fatah Report. Semester Sistam Ka Tajzia (Analysis of Semester System) --- Al-Fatah (Karachi) 7(17):19-21. 3-10 September, 1976 (U).

In the magazine of the University Grants Commission it is pointed out that the introduction of the semester system in our universities is without proper planning and preparation. Every university makes its own interpretation of the system, the only thing common being the division of the old syllabus into two parts. But this alone cannot fulfil the purpose of the system. The main idea and the spirit of the semester system are pointed out.

The semester system was introduced in the Karachi University in December, 1973. The working of the system and resultant difficulties and problems are discussed. It is concluded that without proper planning and arrangements the system cannot produce the desired results. It would only create new difficulties and problems.

30. AZIZ, Khalid. Imtehan Mein Kamyabi Kay Chore Darwazey (Back-door Success in Examination) --- Nawai Waqt (Lahore) November 30, 1976 (U).

Examination is a means of testing the intelligence of a student. But, unfortunately, these institutions do not serve this purpose in our country. What is more unfortunate that nothing effective has so far been done to stop the malpractices in the examination halls. Nobody knows how long this problem will be overlooked by the authorities.

One problem breeds another. The parents, the students and the teachers are specially responsible for this state of affairs. The problem can be solved if all the three parties sincerely resolve to stop these evils. Parents want their wards to get through the examination by hook or by crook. Students on their part are averse to take the trouble of studying the textbooks. And the teachers have lost interest in their profession of teaching.

31. HAMEED, Tahira. Imtehan Ka Purana Tariqa (Old Method of Examination) --- Nawai Waqt (Lahore) December 7, 1976 (U).

The examination method prevailing in Pakistan is outdated. The result is that the majority of students fail in the examinations. The defects are as under: (1) The scope of questions is very limited. At the most there are only ten questions in a question paper. Evidently, the examiners cannot set the question papers on all the aspects of the subject. (2) This kind of examination becomes a gamble or guess-work for students. They waste their precious time in going through the guess papers and neglect their textbooks. (3) The method the examiners have adopted to allot

marks to the answers is unscientific. Different examiners allot different numbers to the same answerbook. (4) The present method of examination leaves the door wide open to cheating. Most of the students try to influence the examiners in different ways.

The need of the hour is that our educationists should give deep though to the defects in our system of examination and apply effective remedies for the eradication of these defects.

32. NASRULLAH, Nusrat. Flood of First Divisioners --- Morning News (Karachi) October, 30, 1976.

After all sorts of scandalous and embarassing disclosures about our examinations, the authorities concerned have chosen to slash by 20 per cent the final marks of students in the Inter Science examination. Naturally there is much concern and apprehension among the students that this step will drastically affect their future educational and professional careers. Many of them will lose their entitlement for admission to medical and engineering colleges. They have ea ned their first division despite the paucity of textbooks and standard reference books, and the shortage of dedicated teachers.

There is a positive need to reconsider the policy of producing needless first divisioners. There is, of course, an urgent need to raise educational standards, and this may be done by setting high and tough standards for the assessment of answer papers. Examinations have to be meaningful and dependable.

33. OSMUND, B. The Examination System --- Morning News (Karachi) October 1, 1976.

Some teachers marking answer scripts are highly delighted to see the answer reproducing the textbook data. To them the best answers are those that appear in the textbooks. The students know the minds of the examiners as well as the style of examining, and they joyfully respond to this system of examining. Students who acquire sound education after extensive reading often find themselves at positive disadvantage. Creative thinking and originality have no place in our system of examination. Knowing what is expected at the examinations, the candidates have recourse to unfair means. Textbooks are stealthily used in the examination halls, and prepackaged answers are passed around. This system of examination has contributed much to the lowering of the current educational standard. The bulk of the school time, especially in rural areas, is spent in learning by rote.

34. RIZVI, Nasir. Sanvi Ta'aleemi Board Ka Naya Grade System (New Grade System of Secondary Educational Board) --- Imroz (Lahore) November 5, 1976 (U).

It is heartening to see that the present government has taken important steps for reforming the educational system through the education policy of 1972-80. Under this policy this system will provide opportunity to the teachers to take stock of the problems and difficulties of their students. In order to implement this policy, the Board of Intermediate and Secondary Education has devised measures for internal examinations which would guide the teachers of secondary and higher secondary classes in their work of classifying the students in a proper way. The new classification would be divided into the following divisions: Students obtaining 70% or higher marks will receive 'A'; students obtaining 60% or more marks, but fewer than 70%, will receive 'B'; students obtaining 50% and fewer than 60% will receive 'C'; students obtaining 40% or more but fewer than 50% will receive 'D'; and students obtaining fewer than 40% will receive 'E'. Now it depends on the teachers to make the new system a success.

35. SHUJAUDDIN. Hamara Tarica-i-Imtehan Aur Ta'aleemi Me'yaar (Our System of Examination and Educational Standard) --- Jang (Rawalpindi) December 31, 1976 (U).

The present system of examination does not provide a good enough test for the merit of a student. The semester system can prove a better means of judging the merit of a student.

During the time this system has been in operation in our country, it has revealed some defects. But these defects are not inherent in the system. They can be easily removed by reforming the procedure. The teachers should hold regular tests every week and include the marks obtained by the candidate in the final evaluation that determines the success, failure or class of the student in the final examination. Moreover, most of the teachers appear to be partial. They allot good marks only to the students in whom they are interested. Efforts should be made to curb such tendencies.

HIGHER EDUCATION

36. ALAM, Anis. Jamia Karachi Be Muqabila Punjab University (Karachi University Versus Punjab University) --- Al-Fatah (Karachi) 7(17): 27-28. 3-10 September, 1976 (U).

This is a comparative assessment of the educational activities of the Punjab University and Karachi University. Comparatively,

Karachi university is very young, but in a short time it has grown far larger than the Punjab university. Karachi university surpasses the Punjab university in the strength of students, number of teachers, and the number of departments. A comparative picture by department is given, and it is shown that educational conditions are better than in the Punjab university. However, by expenditure, the Punjab university comes at the top and gets double the grant given to Karachi university.

It is pointed out that the affairs of the Punjab university require investigation. At the end a chart is given that shows the details of the strength of the teaching staff in the Karachi university.

37. EFFENDI, Iqbal. System of Chairman's Rotation --- Dawn (Karachi) October 24, 1976.

The University Grants Commission has recommended that the existing system of rotation of chairmen of the teaching departments and the practice of electing deans of various faculties of the universities of the country should be discontinued. Most of the professors were in favour of the recommendation of the Hamoodur Rahman Commission which said: "If there is a professor in a department, he should also be the head of the department, but where there are more than one professor in the same department, the senior professor should be appointed as head. If both professors are of the same standing and otherwise equally qualified, the election of the head should be made by a Committee consisting of the Vice-Chancellor and the Deans of the University." The junior teachers, however, said that the rotation of chairmanship among professors would mean the continuous "monopoly" of one teacher over the department. It was further said that all over the universities of the world, the rotation system was in practice, and professors usually did not like the job of chairman because of the routine administrative work, which took up considerable time. So the present system should be continued for the time being.

38. KHAN, Abad Ahmad. Facts and Figures on Higher Education in Pakistan --- The Varsities (Karachi) 1(5): 23-33. September-October, 1976.

As the university is the place where highly trained manpower can be produced according to the nation's requirements, the government, both at provincial and federal levels, has increased the grant for the different universities, so that they can produce the required trained manpower and run their academic and research activities smoothly. The tables 1A, 1B, 1C, and diagram A show the respective increased grants to all universities. However, this increase does

not cover all the expenses that the different universities have incurred during the last five years. Most of these institutions have been running in deficit, in the past.

A bird's-eye view of the deficit incurred by the universities, both in respect of recurring and non-recurring expenditure up to June 1975, is provided in tables II and III. In all, there are nine tables showing the income, expenditure, and other financial details about the universities.

39. KHAN, Abdul Mujeeb. Jamia Karachi Kay Vice-Chancellor Dr. Ehsan Rashid Say Interview (Interview with Vice Chancellor, Karachi University, Dr. Ehsan Rashid) --- Al-Fatah (Karachi) 7(17): 22-25, 3-10 September, 1976 (U).

This is an interview report with the Vice-Chancellor of Karachi university. The questions put to the Vice-Chancellor include: (1) What steps have been taken to solve the different problems of the Karachi university? (2) What steps have been taken to check various ills and malpractices prevalent in the university? (3) What do you think of the present educational reforms, and whether you have any other changes to recommend? (4) What is your opinion about the take-over of all universities by the federal government? and (5) What is your opinion about the students who take part in politics?
The Vice Chancellor's replies are mentioned

40. RIZVI, Nasir. Punjab University - Chand Masail (Punjab University-Few Problems) --- Imroz (Lahore) December 17, 1976 (U).

The semester system has created some problems for the students of the Punjab university. These problems call for immediate solution. The Semester Action Committee of the university wants that the students who could not appear in the examination, should be given preference in the matter of new admissions. It is also suggested that the students who could not appear in the Prelium or Mid-term examinations, on account of illness or other reasons, should be allowed to appear in the examinations. The Committee has described the oral test as superfluous and wants it to be done away with.

The students want that the semester fees should be reduced and the vacant posts of the teachers should be immediately filled. There is no denying the fact that the semester system has helped improve the standard of teaching, and has reduced the curse of unfair means in the examinations. However, there are still a few other problems for the students that need to be solved. One of these is to replenish of the libraries with the books and equipment.

41. SOOMRO, Manzoor Ahmed. Universities in Pakistan --- The Varsities (Karachi) 1(5): 11-15. September-October, 1976.

The term "university" is explained, and a brief history of higher education in the Indo-Pak Subcontinent is given. When Pakistan came into being in 1947, it inherited only three universities. The history of higher education in Pakistan is mentioned, and it is pointed out that till 1970 not much was done to improve higher education. Special mention is made of the new education policy . . which lays extraordinary emphasis on the development of higher education in Pakistan.

Mention is also made of the centers of exellence, area study centers, and Pakistan study centers which have been established for specialization in different fields.

HISTORY OF EDUCATION

42. BERALVI, Mustafa Ali. Pakistan Mein Ta'aleem Ka Mazi Aur Hall (Past and Present of Education in Pakistan) --- Al-Ilm (Karachi) 23(2-3): 195-207. April-September, 1975 (U).

Pakistan came into being because the Muslims of the sub-continent wanted a place where, besides other beings, they could provide education of their choice to their children. So, we are now in a position to impart to our children any type of education we think right for them.

The history of education in Pakistan is given by province. First comes the history of education in East Pakistan, which is now no more a part of our country. This is followed by the educational history of the Punjab, Sind, Baluchistan, and the Frontier province. Along with the educational history, the present developments in the field of education in Pakistan are also mentioned.

43. ZUBERI, Mohammad Hussain Khan. Sir Syed Ki Ta'aleemi Khidmaat (Educational Contribution of Sir Syed) --- Al-Ilm (Karachi) 23(2-3): 184-191, April-September, 1975 (U).

Wherever the Muslims went, they spread education through mosques. The same happened in the Indo-Pak sub-continent. At the advent of British rule here, there were countless educational institutions of Muslims in the sub-continent. The British purposely and methodically destroyed these institutions and introduced their own system of education in their place. The result was that by 1857 the edifice of Muslim education had all

but disappeared. It was at this time that Sir Syed came forward as an adovacate of modern education for the Muslims of this sub-continent. After quite a struggle he founded Ali Garh Muslim university which opened the doors of modern education to the Muslims.

Sir Syed's efforts are briefly described with brief reference to his educational ideas.

LIBRARIES

44. AHMED, S. Neaz. Library and Comparative Research --- In: Report of the National Workshop on Curriculum Development, 134-137. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

The librarian of the present days is a specialist in communications and an expert in the work of analyzing and satisfying the need for books and information in all walks of life, including research fields. Today research is conducted extensively in the various branches and fields of knowledge, and the library helps the research scholar in getting exactly the material he wants without loss of labour and time.

The library can assist the research scholar in documentation work, documentation service, abstracting work, documentation reproduction service, translation service, and inter-library loan system. These services are briefly discussed with the examples and types of help a library can render to the research scholar.

45. HAMEED, Azhar. Library and Comparative Research --- In: Report of the National Workshop on Curriculum Development, 146-148. Islambad, National Bureau of Curriculum and Textbooks. 1976.

This is a case for establishing a library system to provide facilities for comparative research. There is a discussion on the importance of research in the field of curriculum development and its various aspects and requirements.

After establishing the case for the adaptation of a research-development-experiment approach to curriculum planning, it is necessary to build an adequately equipped library for comparative research. The library should not merely stock books, journals, bibliographies, and the like, but also have necessary provision for documentation, reproduction, retrieval equipment, records, and tapes, as also a system of loans and borrowings geared to such research needs. The plan of such a library is briefly

discussed.

LITERACY

46. RASUL, Chulam. Education for all --- Morning News (Karachi) October 6, 1976.

Pakistan plans to universalize primary education by 1987. This plan is the lynchpin of the integrated education policy being implemented by the government. The policy aims at expanding primary education and consolidating higher education. In view of the existing situation in the education sector, the long-term goal appears rather ambitious. The financial and intellectual resources required to achieve this goal look forbidding. The task is complex indeed.

The task can be completed on schedule only if the nation extends its full cooperation. The government may construct the adequate number of schools in time. It may even provide all the necessary teaching aids. But it can hardly produce adequate number of competent teachers in a short period of ten years to look after the education of 34.5 million children.

MEDICAL EDUCATION

47. AHMAD, Anwar. Medical Ta'aleem - Nae Taqazay (Medical Education-New Imperatives) --- Musawat (Lahore) December 24, 1976 (U).

There is an urgent need to integrate the system of health service with the system of medical education. This integration will create social and political consciousness among the doctors. But each integration demands certain basic changes in medical education. It is unfortunate that no attention has so far been paid to population planning, eradication of diseases, and general health in our present system of medical education. The need of the hour is that medical teachers should come forward to improve the standard of medical education in keeping with the national needs and aspirations. The curricula also needs to be changed in consonance with modern revolutionary invention. The authorities should follow the curricula of the developed countries. This step will help improve the standard of our medical education.

48. AHMAD, Shamim. Medical College for Women --- Khyber Mail (Peshawar) October 20, 1976.

The case for a separate medical college requires extra piquancy in the circumstances particularly of this province. If a strong enough case is made out for such a college there is no reason why federal aid will not be forthcoming especially now when the federal government has been given twenty million dollars in outright grant by Saudi Arabia mainly for projects like this.

There is no denying the fact that the province urgently needs a separate medical college for women, especially when a separate medical college for women is already functioning in Lahore. The proposal is all the more pressing because educational facilities for women in the Frontier region are fewer and poorer in comparison to other provinces of the country. It is high time the demand was met by the government.

49. ALI, Anwar. Medical Talaba Kay Masa'il (Problems of Medical Students) --- Jang (Rawalpindi) November 26, 1976 (U).

There is no doubt that the government has done a commedable job by opening a medical college in Rawalpindi. This will encourage the students who desire to acquire medical education in their own city. But one thing that the government should never forget in this connection is to provide all basic facilities to this college. The first and foremost problem that the Rawalpindi Medical College is facing today is the shortage of qualified staff. The other problem is the absence of a hospital attached to the college for purposes of practical education. These problems need immediate attention of the government.

50. ARIF, Mohammad. Admission --- Sun (Karachi) November 11, 1976.

The present system of admission of students to the Medical Colleges rests on the basis of merit, that is, by measuring a student's fitness to become a doctor by looking at the marks obtained by him in the examination. It is a measure that is inherently defective and produces only money-making machines, called 'doctors'. So it is recommended that admission to medical colleges should be given on the basis of aptitude to be determined by psychological test. This criterion must be followed in the country. The present system of admission cannot be expected to produce good results.

PROFESSIONAL EDUCATION

51. AHMAD, Nisar. Trade School (Trade School) --- Hurriyat (Karachi) October 1, 1976 (U).

In view of the increasing demand for skilled workers, the government has planned to set up five hundred trade schools throughout the country during the next six years. This plan will cost about six hundred million rupees. These schools will be equivalent to polytechnic institutions and will provide two years training in various arts to students who have passed the eight standard. These students will then be required to appear for the matric examination in industrial arts.

According to a conservative estimate, fifty thousand skilled students will come out every year from the proposed schools. These certificate holders will then be employed in different industries of the country. This is a good plan indeed, but it will succeed only when the government provides adequate number of teachers and the required technical equipment. According to an estimate prepared for a similar plan for the agricultural sector, one hundred and fifty thousand teachers were needed only for agricultural institutions. The plan, however, was never launched. Since the plan of trade schools is far wider than that of the agricultural institutions, more teachers would therefore be required for it.

52. AHMAD, Qadeeruddin. Urdu Aur Urdu Mein Qanoon Ki Ta'aleem (Urdu and Education of Law in Urdu) --- Al-Ilm (Karachi) 23(2-3): 17-22 April-September, 1975 (U).

The Urdu College of Karachi has done a wonderful job in providing necessary books in the Urdu language for the students of law. Education in one's mother tongue is always preferable, as it makes the learning process much easier. The shortcommings of Urdu language are pointed out. It is emphasized that for legal purposes the style of Urdu prose requires to be changed and simplified. Law is the subject that requires the use of precise language, and great care has to be taken in the use of synonymous words. Three English words, accurate, exact and precise are given by way of example with the remark that separate Urdu words are seldom used for them.

It is pointed out that full use should be made of Urdu language for the purpose of law education, but the learning of English language should not be ignored till the time Urdu language fully displaces English in the country.

53. AHMAD, Serajuddin. Peshawarana Tarbiyat Kay School (Vocational Training School) --- Nawai Waqt (Lahore) October 1, 1976 (U).

It is gratifying to see that the government has at last realized the importance of vocational training schools in the country. The federal government have planned to set up five hundred such schools during the next six years throughout the country.

In view of the importance of vocational training, a few polytechnic schools had been established immediately after four or five years of the establishment of Pakistan. To begin with such training schools were established for the student who had to discontinue their studies because of financial difficulties. With the passage of time, however, strength of these schools started to increase, faster than the number of schools. The result is that now only the first divisioners are admitted to colleges, while others turn to private institutions. It is high time the number of polytechnic institutions is increased to meet the growing demand of the students.

54. MAHMOOD, Khalid. Law Kalijon ka Ta'aleemi Meyaar (The Standard of Law Colleges) --- Imroz (Lahore) November 12, 1976 (U).

The problem with us is that the students of law neglect their subject in their college days with the result that the standard of education in our law colleges is fast deteriorating. According to a rough estimate, about three thousand students are admitted to the University Law College of Lahore and Himayat-e-Islam Law College each year. But the percentage of successful students is disproportionately low. Recently the Provincial Ministry of Law has taken over all the three law colleges of the province under its own control, and has prepared a scheme for raising the standard of teaching in these colleges. What is now needed is to limit the admission only to the man of real merit.

55. NAHAR, Nurun. MBA Course --- Morning News (Karachi) December 11, 1976.

There is a mad rush for the MBA course at the Karachi University every year. This subject is thought to have wider scope and better prospects than any other course of studies. Previously, the university produced only about 50 MBAs annually. Last year the number increased to 300. This might further aggravate the problem of the un-employment prevailing in the country. The ever increasing number of MBAs might also be taken as a measure

of the declining standard of education. The course should therefore, be revised to suit the needs of the country. Instead of following the American and the British patterns in the matter of case study, we should correlate the subject with the conditions in Pakistan.

TEACHER EDUCATION

56. ALAM, Manzoor. Asateza Ki Tarbiyat Ki Zaroorat (Need to Train Teachers) --- Nawai Waqt (Lahore) September 21, 1976 (U).

It is unfortunate to see that most of the teachers who were trained in the Teachers Training Institute were not suitable for admission to this institution. To make the confusion worse . . . the period of training was cut short with the result that the worthy and unworthy alike rushed to this profession. It seems what all they have learnt during their training is to advise their students to take help from the "Guides" and "Guess Books".

As a result, the percentage of failures is mounting year by year. It is still not too late for the teachers to realize their duty to their country and their profession and arrest the decline in the standard of education. They should mend their attitude toward the students and devote themselves to the performance of their duties.

57. QAMAR, Hussain. Islamiyat Aur B. Ed. (Islamic Studies and B.Ed.) --- Nawai Waqt (Lahore) October 5, 1976 (U).

Training colleges are special aid institutions for secondary schools. The syllabus of training colleges has no special status and their syllabii are directly related to those of the secondary schools. Even so, Islamiyat is taught as a compulsory subject in secondary schools, but the Education Department provides no specially trained teachers for this subject. Presumably, it is expected that every teacher of secondary schools can teach Islamiyat to the students of his class. So, it is but logical that every B.Ed. teacher must have a thorough knowledge of Islamiyat and be able to teach the subject.

Although the Punjab university has decided to include Islamiyat in all the training colleges, the Federal Ministry of Education has given no importance to the subject in the syllabus. Teaching of Islamiyat should be made compulsory at all stages of education. The Federal Ministry of Education would do well to take necessary steps in time.

TEACHERS

58. ALI, Nusrat. University Teachers and Moral Anarchy --- Pakistan Times (Rawalpindi) October 3, 1976.

Teacher has ceased to be the reformer of society. He is now more of a sophist than a socrates. The old sacrosanct barrier between the teacher and the taught has broken down. The teacher now is not the least chary of playing the chum with his pupils. He dwells on the tabooed topics with a sense of relish. Our campuses do not look like the institutions of a poor, working nation. Our university teacher is a polished prototype of a Western professor mimes his integrity.

Our teacher should now rethink about his role in the national context. He should direct his loyalties to where they belong and give up his bourgeois sympathies. He has to come out of his sanctuary to join the long march for the eradication of social injustice, superstition, and illiteracy. The relationship between the student and the teacher has to be revised. These are the ways that will help raise the standard of education in the country. It is the moral duty of our teachers to give serious thought to the deterioration of standard in our education and to make concerted efforts to remove the defects wherever they are found.

59. GHORI, Sayeeda. Asateza Mein Ehsas-e-Zimmadari (Sense of Responsibility Among Teachers) --- Hurriyat (Karachi) December 12, 1976 (U).

We often complain about the increasing deterioration in the standard of education in our institutions. We also suggest the ways of improving it. But while doing so we overlook one basic point, namely, role of our teachers both in primary and higher education.

We should create the sense of responsibility among our teachers. If the teachers honestly attend to their duties and teach their students with full responsibility and attention, there is no reason why the standard of teaching should not improve. Further, our teachers should pay maximum attention to their conduct and behavior in and outside the classroom. This will be requited by the students with love and regard. At the moment the teachers neither devote themselves to their duties nor treat their students with affection. This situation has resulted in the falling standard of education, the weakening relationship between the teacher and the taught.

60. HUSAIN, Mujahid. Nationalized H,gh Schoolon Kay Head Master (Head Masters of the Nationalised High Schools) --- Musawat (Lahore) December 20, 1976 (U).

All private educational institutions were nationalized on October 1, 1972 in pursuance of the new education policy. Consequently, the services of all the teachers who were working in private schools were nationalised. They were given the protection of their services, their grades were revised, and other facilities were provided to them.

But, unfortunately, the head masters of such institutions were denied these facilities. They are drawing the same salaries as were fixed by their respective managements in the past. This discrimination against the head masters has naturally created heart-burning among them. Despite numerous representations, their case has remained unheared so far. This has obviously affected the work of classroom teaching. In order to restore congenial atmosphere in the educational institutions, the head masters, should be granted all the facilities, including the rise in their salaries, allowed to other teachers.

61. RIZVI, Nasir. Jabri Tuition (Forced Tuition) --- Imroz (Lahore) --- December 10, 1976 (U).

The first six months of the academic year are very important in our educational life. It is during this period that the yearly examinations of Matric, Intermediate, B.A. and M.A. are held and the students get the opportunity to equip themselves with their textbooks.

One worry that pesters the parents belonging to the low income group is that they are forced to send their wards for private tuition. This practice is on the increase, and no amount of complaints or clamour has succeeded in stopping it. Majority of students complain that there are teachers who, in case a student is not prepared to go in for private tuition, avenge themselves by awarding fewer marks to such students than what they really deserve. The government should take strong steps against the teachers who indulge in such practices.

62. ZUBAIRI, Razia. Asateza Ki Zimmedarian (The Responsibilities of Teachers) --- Jang (Rawalpindi) October 8, 1976 (U).

It was thought that with the general increase in the pay-scales of teachers, they would pay more attention to their profession. But nothing of the kind seems to have happened. The teachers have not changed their attitude in the least. The standard of

teaching stays at the same low level. The over-increasing percentage of failures proves that the whole blame does not lie on the students. The teachers are none the less responsible in the matter.

The general complaint is that as usual, the teachers do not go to the classes regularly, and if they go at all, they do not teach the students. Worse still, they advise the students to purchase guide books and other so-called help books. The teachers should change this attitude if they sincerely wish to improve the standard of education.

TEACHING METHODS AND MEDIA

63. AHMAD, Nadim. Qaumi Zaban Aur Zaria-e-Ta'aleem (The National Language and the Medium of Instruction) --- Imroz (Lahore) October 8, 1976 (U).

Every year about sixty per cent of the students fail in the annual examinations in English. The recent results of Matric, Inter, and B.A. bear testimony of the fact that the percentage of failures in English is on the increase every year. Nowhere else in the world the students are taught through the medium of a foreign language. The powers that be seem to have forgotten the truth that foreign language is no substitute for the national language.

Unfortunately, English has become a compulsory language in our country. It is the accepted medium of education in our educational institutions. At best, it should be given the status of an optional subject in the field of education in our country. Urdu possesses all the virtues required of a national language.

TECHNICAL EDUCATION

64. EFFENDI, Iqbal. Agro-Technical Education in School - - - Dawn (Karachi) October 3, 1976.

The introduction of agro-technical courses must be closely linked to the development of vocational training program. In the formal school system it was not considered desirable to concentrate upon inculcating in a child mere manipulative skills, for in the long run it might be injurious to the nation as a whole to confine the energies of a large unmber of potential college and university students to mere technical operative jobs. The school system can at best train the pre-disposed youths in certain skills.

In the West, an industrial worker manages to earn as much as, if

not more than what others do with academic qualifications. The situation is vastly different in our country. Doubts have been expressed by many if the students here would take full advantage of vocational subjects at the secondary level. Experts are of the opinion that the government should seek the help of small-scale industries in imparting practical training to the students. If proper mapping out of community resources is done and owners of small-scale industries are properly approached, they will agree to allot a few hours every week for teaching purposes, and the target will be achieved.

65. GURNANI, Chandan. Engineering Education and Industry --- Dawn (Karachi) October 16, 1976.

Education in general, and technical education in particular, has received a great push in the country, but no efforts seem to have been made to improve its quality and standard. Engineering education in our country has particularly failed to keep pace with the advancement of technology in the modern world. No properly organized survey has so far been carried out on engineering manpower, its future requirements, and its capability to meet national demand. The country does not merely want to gain numerical strength in engineering manpower. It needs its proper distribution and allocation to meet the demands of national economy and to insure fitness for the tasks that are to be accomplished.

The trouble is that a good number of students pursuing engineering education have no idea of the career they have chosen. The normal pre-engineering student thinks of it mainly in terms of construction of buildings and roads. An engineering university can propvide proper training for professional engineers up to the point at which industrial training begins. In Europe, almost all graduate engineers get a great deal of engineering practice outside their normal course. In Pakistan, the same degree of stratification of training facilities, with educational authorities and industry playing their own roles, has yet to be developed.

66. MIRZA, Surayya Parveen. Nae Ta'aleemi Mawaqay (New Educational Opportunities) --- Musawat (Lahore) October 22, 1976 (U).

As recommended in the new education policy, the syllabus from class I to class X has been revised, and a new syllabus has been prepared for class VI onward, in which agro-technical course holds an important place. With the introduction of this course, aimless education has been replaced by vocational education. This change will have far-reaching results both on education and

the students.

The agro-technical course from class VI onward will fully equip the students with technical education. In view of the changing demand of the time technical education should be introduced for the girls and they should be allowed all other facilities now enjoyed by the male students. The male students should be allowed to take up Home-Economics, if they so desire. There should be no discrimination between male and female students in the matter of choice between the courses of study.

67. SHAIKH, M. Islam. University of Engineering and Technology --- The Varsities (Karachi) 1(5): 3-10. September-October, 1976.

The history of the University of Engineering and Technology, Lahore, dates back to 1923, when this institution was established as Moghalpura Technical College. The function of this college was to meet the requirements of trained manpower in the field of engineering for the Punjab. Its development since is briefly mentioned. In 1961 the status of this college was raised to that of a full-fledged university and immediately steps were taken to expand its teaching programs and research activities.

The details of the university are described under the headings: (1) Dawn of the university; (2) faculties and departments; (3) research, advisory, and extension services; (4) admissions and enrolment; (5) constituent colleges; (6) affiliated colleges; (7) semester system; (8) summer school; (9) physical plan; (10) auxiliary services; and (11) seminars and conferences.

TEXTBOOKS

68. HASAN, Ahmad. Textbook --- Dawn (Karachi) December 13, 1976.

It is gratifying to learn that the important topics the Provincial Committee took up at its recent meeting included the regulation and re-orientation of Textbook Boards. The textbooks bristling with printing errors are to be re-printed by the National Book Foundation. But, what needs prompt rectification is the inclusion of material patently and palpably inaccurate and poorly written.

Another circumstance cited to justify low standards is the physical load of work the Boards are supposed to handle. This will not bear scrutiny. Nobody who lacks enough time for the

job should agree to serve on a textbook board. Likewise, the appointing authority should see to it that the members selected are dedicated to their work and have enough time for it. It is a scandal that so little attention was paid so far to the need for producing first-rate textbooks for our students.

69. ISHAQ, M. Textbook Production --- In: Report of the National Workshop on Curriculum Development, 101-103. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

It has been emphasized in the education policy that the textbooks will be revised to eliminate over-loading, to emphasize learning of concepts and skills, and to encourage observations, exploration, experimentation, practical work, and creative expressions. The importance of textbooks cannot be overemphasized. Textbooks provide flesh and blood to the skelton of curriculum and makes it alive. Textbooks are generally produced as the main material for teaching in accordance with the organization of the school curriculum. This is the reason why the production of textbooks has become a very important component of the bookworld.

Textbook production, which has become a national concern, should be done on scientific lines. A number of suggestions are provided for textbook production on correct lines.

70. KIDWAI, Azim. Textbooks Need to be Rewritten --- Dawn (Karachi) October 16, 1976.

The school textbooks may have to be rewritten. The student will have to unlearn his lessons. For, the list of elements found in nature does not end at number 92 as scientists had believed so far. Three new super-heavy elements beyond uranium in the Periodic Table given in the chemistry books, that nature had kept as a closely guarded secret, have suddenly unveiled themselves. In view of modern discoveries, however, the Textbook Board should immediately pay attention to this turn of events and get the textbooks on the subject rewritten by the experts. The textbooks that are being taught at present in schools have become out of date and useless for students.

71. ZAFAR, Anjum. Darsi Kutub Ki Nayabi (Scarciry of Textbooks) --- Jang (Rawalpindi) October 22, 1976 (U).

With the start of every educational session in schools and colleges, the students and their parents begin their hectic excursions to the bookshop in search of textbooks. At each door they get the stock answer, sorry, the books are not yet

printed. We do have Textbook Boards functioning all over the country. The main object of these Boards is to insure easy and timely supply of textbooks to the students. The textbook famine,, however, lasts the whole academic sessions.

The result is obvious. The students suffer. They naturally fail to fare well in the examinations. If the present state of affairs continue for long, the situation would further worsen. The Boards should do all in their power to insure the supply of textbooks to the students throughout the year.

WOMEN'S EDUCATION

72. MIRZA, Surayya Parveen. New Opening in the Field of Education --- Dawn (Karachi) October 23, 1976.

As the first step towards the implementation of the national development plan, a course of action should be chalked out for channeling the "Women Power" to productive education. Education is the watchword of development. It is only through education that women can be taught to play a useful role in the development of the country.

In villages academic vocational training for girls has to be rather limited to local trades. As for formal it has to be kept limited in extent as well as quality because of shortage of resources. In the existing village primary schools, the percentage of dropouts is very high. A little training in basic arts and crafts should also be imparted. The present curricula consists of various components, and the compulsory component is learning of Urdu, English and Pakistan Studies. Education should help women in realizing the importance of community living, the knowledge of democratic values and the exercise of the right to vote. It is therefore recommended that as far as possible girls' schools should offer all types of integrated courses, so that talent of female sex is utilized to the maximum.

73. MIRZA, Surayya Parveen. Khawateen Kay Liye Naey Ta'aleemi Mawaqay (New Educational Opportunities for Female) --- Nawai Waqt (Lahore) October 26, 1976 (U).

As Pakistan is a developing country, it should have a common syllabus for both male and female students. More attention should be paid to the rural areas, where the percentage of illiteracy is higher than that in the urban areas. Female education, in particular, has suffered most in rural areas. An extensive program should be started for female education in these areas. Arrangements for vocational education of

girls should be made on a large scale.

According to the recommendations made in the Educational Policy of 1972-80, the syllabus from class I to class X has been revised and efforts have been made to make education more practical. New syllabus has been prepared for class VI in cases where agricultural and technical education has been found necessary. Such courses will undoubtedly open a new horizon for the rural population provided, of course, the recommendations are implemented in letter as well as in spirit. The most urgent need for the female students is the introduction of integrated courses of all kinds. Courses on Home Economics should be given top priority in this field.

GENERAL

74. AHMAD, Nadim. Talaba, Waldain aur Asateza (Students, Parents and the Teachers) --- Imroz (Lahore) November 19, 1976 (U).

Our students generally complain about the higher tuition fee and the evil practice of their teachers who force them to take private tuition. They also complain that textbooks are not available before the half-yearly examinations and that questions are set usually out of the prescribed syllabus. The teachers on their part complain that they are shown no respect in society, and the students misbehave with them. The parents are dissatisfied with the standard of teaching and hold the teachers responsible for the falling educational standard. The best way out of this vicious circle of complaints and counter complaints is the restoration of goodwill, harmony, and cooperation among the parents, teachers and students. It is the moral obligation of the teachers to answer the call of professional duty. Likewise, the students should be respectful and obedient to their teachers.

75. BASIT, Alim. Hamara Ta'aleemi Meyaar (Our Educational Standard) --- Jang (Rawalpindi) November 5, 1976 (U).

There have been presistent complaints of a steep fall in the standard of education in the country during the last few years. The human stuff that is coming out of our schools and colleges is proof enough of the failure of our education system. The percentage of failures is constantly increasing; cheating in examination halls has become a rule rather than exception; the relationship between the teacher and the student has reached the snapping point; educational institutions have become the hotbed of petty politics.

Following are some suggestions for arresting the rot in our education standards: (1) The teachers, who are in a position to reform the present situation, must do their duty honestly and sincerely; treat the students as their own sons, and discourage private tuition as well as the use of keys and solved papers. (2) The students must be regular with their studies. They must not go for private tuition and solved papers. They must respect their teachers. They should give up using unfair means in the examinations.

76. HAQ, Ihsanul. Ta'aleemi Meyaar (Standard of Education) --- Imroz (Lahore) October 1, 1976 (U).

The poor results of examinations during the last few years show that the standard of education has been constantly deteriorating. In the Punjab, for example, the results of Intermediate examinations of Lahore, Sargodha and Multan Boards stand at 29.9% and 24.5% respectively. The result of the B.A. examination are no better. The pass percentage was only 25.

The main causes of this state of affairs are the lack of interest on the part of students in their studies, the dearth of experienced teachers, and the widespread use of unfair means by the students in the examinations. The standard of education depends as much on qualified, experienced, and sincere teachers as on industrious and honest students.

77. KHAN, Nisarullah. Nizam-e-Ta'aleem Kay Bunyadi Masa'il (Basic Problems of System of Education) --- Jang (Rawalpindi) November 2, 1976 (U).

Four factors play an important role in the field of education: (1) The government; (2) the teachers; (3) the student and (4) the parents. Unfortunately these factors were never kept in view while reinforcing the system of education in the past. The result is that the government, the teacher, the student and the parents all are feeling out of their element. The students do not take the examinations seriously. They have learnt by experience that cheating is the best and the easiest short cut to success in examinations.

But the students alone are not to be blamed for this state of affairs. More than anything else, it is the present system of education and examination that has played havoc with our education. This system needs immediate and revolutionary changes.

78. SAMAD, Abdus. Our Young Students --- Khyber Mail (Peshawar) October 1, 1976.

Carelessly and incorrectly written books were inflicted on

young students. The worst cases are those of the textbooks dealing with Science and Mathematics. These books are written in a manner as if the authors were writing their answers to questions sit in an examination paper for them. The proper up-bringing and educating of young children is, in practice, the most neglected item on the list of our priorities. Eighty-five per cent of our population lives in villages, thus, eighty-five per cent of our children are receiving education in schools situated in the countryside. It is here where attention is most needed, and it is here where it is least given. Nobody in authority seems to have time enough to turn his thoughts to the problem of young students in the rural areas.

79. SHAIKH, Asadullah. Chand Tajaveez (Some Suggestions) --- Nawai Waqt (Lahore) November 16, 1976 (U).

The following suggestions are offered to make the present system of education effective and useful: (1) The government has done well to introduce the semester system in the universities. It should now proceed to appoint more teachers and to provide books to the students and to make the libraries up to date. (2) The status of teachers should be raised, because unless a sense of respect for the teacher is created, education will continue to be ineffective. (3) Strong steps should be taken to ban guess papers (4) More attention should be paid to the character building of students. The teachers should not only deliver lectures to the students but also try to correct their behavior. (5) Political parties should be kept from influencing the students. In fact, politicians have done a great harm to the students. (6) The present syllabus should be revised and brought up to the present requirements. (7) The system of examination has also to be streamlined.

80. SHEHZAD, Qudratullah. Ta'aleemi Inhetaat Ka Zimmedar Kaun (Who is Responsible for Deterioration in Education?) --- Mashriq (Lahore) September 17, 1976 (U).

Different people hold different views on the decline of the standard of education in the country. But majority of them think that something or other is wrong with everyone of the three parties, the students, the teachers and the parents. It is a fact that while selecting a teacher his experience and other factors are not taken into account. The result is that he fails in discharging the duties expected of him.

It has also been observed that most of the teachers take special interest in those students who come from well-to-do families. This creates a sort of inferiority complex among the students

who are not rich.

The way in which parents treat their wards has also done much harm to education as a whole. The most unfortunate aspect of the system is that our syllabus is not even remotely related to our needs. It consists of quite a large number of books which ultimately become a burden for the students. Even the teachers fail to finish the courses in specified time. The present syllabus has no place for scientific and technological books.

81. SIDDIQI, Bashiruddin. Ham Aur Hammari Ta'aleem (We and Our Education) --- Al-Ilm (Karachi) 23(2-3): 208-216. April-September 1975 (U).

The writer has been associated with education for quite a long time, and here are some of his observations on education at the time of the creation of Pakistan. The writer also visited America under the leader exchange program. He present his observation of the American system of education in the context of education in Pakistan.

The writer critically examines the present educational set up against the historical background. He lauds the nationalization of education by the government but deplores the continued existence of special schools for the upper class. He criticizes the system of English type of education which is still in existence in the country.

82. SIDDIQI, Irfan. Ta'aleemi Nataij Inhetaat Pazir Kiyn? (Why Educational Results Deteriorating?) --- Nawai Waqt (Lahore) October 18, 1976 (U).

One of the main reasons that have spoild the results of examinations is the retention of English as the medium of instruction in colleges. The number of schools where the medium of instruction is Urdu is far greater than the English-medium schools. In Urdu-medium schools, science subjects are taught in Urdu with the help of Urdu textbooks. But, when the students of these schools are admitted to colleges, they have to learn the science subjects in English.

The second cause of poor results is that parents often commit mistake in selecting subjects for their wards. They force their children to take up science subjects against the latter's aptitude. The result is that the students either fail in the examinations or get poor division.

Compartmental examination has also contributed much to poor

results. It is, therefore, suggested that: (1) The system of internal examination should be enforced; (2) co-operation of college teachers should be sought while preparing syllabi; (3) the system of compartmental examination should be scrapped; (4) copying in examination halls should be discouraged; and (5)thorough professional training should be given to college teachers.

83. UMAR, Mohammad. Pakistan Mein Ma'ashrati Ta'aleem (Social Education in Pakistan) --- Hurriyat (Karachi) November 25, 1976 (U).

In a developing country like Pakistan, education helps a lot in the overall social development. Education is the only department where positive policies can be formulated on the state level. It is essential that schools and colleges should be set up in the rural areas as the first step toward social welfare. With social progress, the control over population planning will become easier. The first objective should be to devise a system of education that gives supreme importance to modern science and technology.

The following points may be considered for accelarating social progress: (1) Increasing attention should be paid to primary education; (2) as in higher education, the standard of vocational education should be raised; (3) the present standard of education should be further improved; (4) preference should be given to technical education; and (5) the number of scholarships to the students should be increased.

CURRICULUM (Special Section)

84. AZIZ, Yusuf. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Nawai Waqt (Lahore) July 18, 1976 (U).

There is no denying the fact that education is a must for everybody. The aims and objects of education should be first defined clearly. The object of education should be to produce perfect citizens capable of guiding the nation on the course of moral and material development.

In order to achieve this object of education, the syllabus should be correctly and carefully prepared. Syllabus is in fact, the dynamic force of social action. Without suitable syllabus education becomes meaningless and futile. Only a dynamic and thoughtful syllabus can meet the needs of this scientific and technological age. The syllabus now prevalent in our schools, colleges, and universities needs to be recast

and prepared according to our requirements.

85. CHOUDHRY, Hidayatullah Khan. Hamara Nisab-e-Ta'aleem (Our Curriculum) --- Hurriyat (Karachi) June 11, 1976 (U).

There is no doubt that Pakistan ideology has been included in the curricula from class one to class ten. But this subject has not been included in the higher secondary classes. It would be a matter of great pleasure if 'Pakistan ideology' or 'Pakistan studies' is included in the university courses as well. Moreover, this subject should be made compulsory for the students of History, Political Science, International Relations, Journalism, etc. It is unfortunate that very little attention has been paid to this important subject. Unless this is done, our new generation will remain ignorant of how Pakistan was achieved and what sacrifices their forefathers had made for a separate homeland. It is high time the authorities introduced this subject in the higher secondary and university classes.

86. CHUGHTAI, Muhammad Ilyas. New Techniques and Innovations for Learning and their Implications for Curriculum --- In: Report of the National Workshop on Curriculum Development, 38-55. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

One of the major reasons for the falling standards of education in Pakistan is that the learning process is not interesting and meaningful to the child. It is a dull, boring, and uninteresting exercise. Since our teachers are not adequately trained in new techniques and innovations in teaching, they stick to old and obsolete methods of teaching. They are afraid to try new ways and accept challanges. The quality of the teacher is the key to the reconstruction of education. The problem of improving instruction at all levels of education is common to all countries, and the most important pre-condition for better instruction is the improvement of teacher education program.

Modern technology has placed at the disposal of educationists new techniques and innovations for improving the effectiveness of instruction. It includes the auto-instructional techniques, teaching machines, mass communication media, etc. The use of new technology is explained by examples taken from science education.

87. Curriculum Development --- The Varsities (Karachi) Vol. 1(4):2-3. July-August, 1976.

The concept of curriculum involves far more than mere contents of education. It covers how the teaching is done as well as what

constitutes the curriculum. Evaluation and the ways and means of doing it form an important component of curriculum development. Curriculum development involves defining the needs and the objectives that are to be achieved, selection and organization of the teaching-learning experience in the light of the aims and objectives of education, and the evaluation of the process of teaching-learning.

The importance of curriculum development was emphasized in the new education policy in furtherence of which the National Bureau of Curricula and Textbooks was established for evolving the curricula. The Curriculum Development Act, 1976 effectively centralizes decision making regarding the content of courses and production and prescription of teaching learning material.

88. HAMIDI (Mrs.) R. Introduction of Population Education in the Curricula of Primary and Secondary Schools --- In: Report of the National Workshop on Curriculum Development, 77-81. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

Population education is a program that provides for the study of the population situation in the family, the community, the nation, and the world, with the purpose of developing rational and responsible attitudes and behavior in the students. The necessity and importance of population education are now an accepted fact even in Pakistan. Apart from its practical urgency, population education can be fully justified on purely intellectual and educational grounds. The characteristics of population and population change influence every aspect of our life. It is argued that the elements of population education can be introduced right from the primary stage. The nature of introduction is discussed.

In conclusion it is urged that at a time when we are involved in the drawing up of new curricula for our primary and secondary schools, we should include the subject of population education in the proposed curricula.

89. HARRISON, C.G. Cumulative Record of Achievement and Progress --- In: Report of the National Workshop on Curriculum Development, 127-133. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

All purposeful educational activity is directed toward the achievement of some goals and the satisfaction of some predetermined need. The degree of goal achievement or of need satisfaction is an indication of the amount of learning, the efficiency of teaching, and the suitability of the curriculum.

Measurement and evaluation of the effectiveness of education in terms of successful pupil learning and development on the one hand, and achievement of national objectives and the cumulative recording of these results on the other hand are, therefore, necessary and unavoidable responsibility.

The subject of cumulative record is discussed in some detail under the headings: (1) tho need for cumulative record; (2) purpose of comulative record; (3) the form and nature of cumulative record; (4) operation of cumulative record system; and (5) elementary pupil record card.

90. HARRISON, C.G. Curriculum Development and Research Curriculum Syndrome --- In: Report of the National Workshop on Curriculum Development, 56-65. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

The circulation of draft goals and aims of education and the primary syllabi is the first step in the first phase of the curriculum development program. This phase also covers the formulation of dynamic, research-based curricula for each succeeding stage of education.

The implementation of the second phase of the program is much more difficult and demanding. It requires an even more purposeful and deliberate marshaling of resources, than the first phase. Certain essential steps are mentioned for converting the aims, objectives, principles, and ideas of the new syllabi into meaningful learning experiences for the pupils in schools. The subject is discussed in some detail under the headings: (1) Action program; (2) formulating a curriculum; (3) curriculum development checks and balances; (4) selection of syllabus committees; (5) operation of committees; and (6) curriculum publications.

91. HARRISON, C.G. Curriculum Development: The Implimentation of New and Revised Curricula: And Blueprint for Development --- In: Report of the National Workshop on Curriculum Development, 29-37. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

A carefully compiled and skillfully designed curriculum presents a graded and sequentially-developing series of learning experiences to be carried out by pupils under the supervision of professionally trained teachers within a classroom or school situation.

To ensure the immediate and beneficial implementation of a

new or revised syllabus it must be first printed and distributed to all teachers concerned with its operation. The teachers must then be supplied with the necessary background information and given the necessary training, so that they can both interpret and implement the new syllabus. The printing, distribution, and inservice training of teachers carry with them challenging responsibilities and opportunities. These are listed and discussed under the headings: (1) Printing and distribution of new syllabuses; and (2) in-service training of teachers. At the end a blueprint for curriculum development is added.

92. HARRISON, C.G. Curriculum Formulation and Implementation-Administrative-Co-ordination --- In: Report of the National Workshop on Curriculum Development, 109-120. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

Each of the organizations concerned with curriculum development has unique or specialized functions alongwith common or shared functions. The common or shared functions are those that are shared with, or overlap, those of other organizations. It is in this area of common functions that effective and energetic, collaboration and coordination is needed for effective curriculum implementation and development.

Four models are presented that illustrate diagramatically the specialised and common functions and list various activities associated with curriculum formulation and implementation. A number of ways are suggested for establishing and maintaining effective coordination.

93. HARRISON, C.G. International Aspects of Curriculum Development --- In: Report of the National Workshop on Curriculum Development, 9-15. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

Curriculum re-organization and development are not confined to any one country or any particular group of countries. It is a world wide process. It covers numerous aspects of educational policy and practices such as intensive research; re-organization of education; suitable changes in the courses that are offered; innovative developments in curricula, in teaching methods, and in school community relationship. The author considers some of these changes and their implications, particularly as far as curriculum development in Pakistan is concerned.

In conclusion it is recommended that we should gather all the information we can from all possible sources and then proceed to work out our own pattern of curriculum changes to meet our own special and unique situation.

94. POPALZAI, Aslam. Curriculum Development, Curriculum and Aids Equipment Supply and Distribution --- In: Report of the National Workshop on Curriculum Development, 104-108. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

Modern research equipment as well as educational instruments are in constant demand in developing countries. Most of these countries depend entirely on imported scientific and educational instruments. This dependence often creates acute problems where there is a shortage of supply or repair facilities. So, it is very important that every developing country must build up and maintain its own manufacturing and maintainance facilities for scientific and educational instruments. This should not prove a big problem because highly technical skill is not involved in the undertaking.

The problem is discussed under the headings: (1) Development of prototypes in collaboration with curriculum workers and other experts; (2) mass production and quality control; (3) distribution of the equipment; (4) production of relevant literature; and (5) training program for teachers and laboratory staff.

95. QAYYUM, M.A. New Primary School Curriculum and Inservice Education --- In: Report of the National Workshop on Curriculum Development, 121-126. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

The new policy envisions a fast expanding elementary education system contributing ultimately to lifelong education, comprising appropriate basic education, adequate vocational training, and opportunity for reorientation. This requires recasting of educational structures and institutions, renewal and reorientation of curricula, dissemination of new methods, and rational use of educational techniques. The new curriculum has been developed to fulfil the new demands of the new education policy.

The subject of new primary school curriculum and role of in-service education is discussed in some detail under the headings: (1) New curriculum; (2) a re-look of teacher education; (3) in-service education redefined; (4) newer forms of in-service education; (5) planning and administration; (6) research on in-service education; (7) evaluation and follow-up; (8) establishment of National Institute of Education; and (9) Institute in action.

96. REHMAN, M.A. Some Aspects of Curriculum Development in Pakistan--- In: Report of the National Workshop on Curriculum Development, 16-28. Islamabad. National Bureau of Curriculum and Textbooks. 1976.

The education policy lays emphasis on designing curricula relevant to the nation's changing social and economic needs, compatible with our basic ideology, and conducive to the massive shift from general education to more purposeful agro-technical education.

The various developments in the field are discussed under the headings: (1) Curriculum development work initiated in the Punjab; (2) curriculum activity at national level; (3) creation of national centers in the provinces; (4) adoption of the new curricula; (5) strategy of the curricula; (6) pre-installation testing; and (7) content of science at elementary level. The why and how of micro-testing, with particular reference to micro-testing of science curriculum in the Punjab, is described in a separate chapter.

97. SHAH, R.A. A Note on Curriculum Development and the Education Policy 1972-80 --- In: Report of the National Workshop on Curriculum Development, 5-8. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

The paper attempts to delineate the task of curriculum development and throw light on national education objectives and goals as set out in the education policy with reference to the implications of goals of curriculum development.

Curriculum is the set of planned and controlled experiences provided to children and youth so as to enable them to meet the national goals through their intellectual, physical, and social growth. Curriculum, therefore, should be interpreted in a much broader sense than the mere outlines of courses or syllabi. The significant aspects in the task of curriculum development are described together with the objectives and goals of the new education policy and it is pointed out that the curricula in vogue have been revised to meet the new objectives.

98. SIDDIQI, Shaukat Ali. Role of Instructional Technology in New Curriculum --- In: Report of the National Workshop on Curriculum Development, 70-76. Islamabad, National Bureau of Curriculum and Textbooks. 1976.

In order to improve the standard of education in Pakistan, we shall have to adopt new methods and techniques of teaching. The techniques of education have received new fillip with the remarkable advancement of technology in the world. Instructional technology is now part of a new discipline and its activities

range from the preparation of simple inexpensive aids to a whole array of machines.

Traditionally, the field of instructional technology is known as 'audio-visual aids in education. In advanced countries, these aids are integrated into the entire curriculum process, and their use has become indispensable for the fulfilment of the curricular objectives.

The writer explains the relationship between instructional technology and curriculum development, and urges the use of instructional technology in Pakistan.

99. WAHID, Bahadur Khan. Primary Nisaab-e-Ta'aleem (Syllabus in Primary Schools) --- Jang (Rawalpindi) November 19, 1976 (U).

During the last few years, the syllabus of primary classes has become too complicated for our children to understand and follow. The result is that a child gains nothing from his books. The subjects dealt within the textbooks are beyond the understanding of the children. Moreover, the students of primary classes simply cannot digest the matter in the prescribed books for them. They are required to study seven to ten books at a time. This workload is too much for them.

The present syllabus for primary schools should therefore be immediately changed. The courses should be very light and the textbooks must be profusely illustrated. Illustrations will attract our children and excite their interest in the books. The production and printing of these books should be neat and clean, and free of mistakes. It is unfortunate that the textbooks for primary schools are as a rule full of printing mistakes.

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